



## CALGARY

# Weekly Newscasts Lesson Plan

## December 7, 2015

Newscasts are current news stories read at a slower pace than you might hear on the radio. These are prepared by CBC news editor Bryan Labby.

### Objectives:

- To develop listening skills
- To increase vocabulary
- To increase awareness of grammatical structures and functional language
- To increase knowledge of current events
- To provide a user-friendly, self-study tool for learners, as well as an ESL classroom resource for instructors

### Contents:

Three news stories are featured in each weekly lesson plan. Each lesson contains vocabulary and listening comprehension activities. At the end of each lesson, you will find a complete transcript and an answer key. This lesson plan is aimed towards learners at an intermediate language level (i.e. Canadian Language Benchmarks 4-5 or equivalent).



Learning English with CBC is a joint project with CBC Calgary, CBC Edmonton, and the Government of Alberta.  
Lesson Plan prepared by Kathleen Hall, Communication4Integration Inc.

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## NEWSCAST 1: ARE YOU A CALGARIAN — OR DO YOU JUST LIVE HERE?



Photo Source: <http://www.cbc.ca/news/canada/calgary/calgarian-fakin-it-calgary-at-a-crossroads-1.3340478>

### WARM UP

When people ask where you are from, do you tell them where you came from, or where you live now?

### VOCABULARY ACTIVITY 1

**Instructions:** Study the terms and synonyms in the table below. Try to remember as many of the terms from the left of the table as you can.

Terms	Synonyms
opportunities	openings/chances
workforce	workers/employees
who they are	self-perception/self-awareness
pulled together	united/cooperated/teamed up
vista	view/scene/panorama
skyline	horizon/city scene
backdrop	setting/surroundings/framework
laid off	jobless/out of work/let go
extent	amount/level
relationships	connections/acquaintances
culture	society/civilization
theory	idea/philosophy
civic	community/city
investment	engagement/concern

## VOCABULARY ACTIVITY 2

**Instructions:** Match the terms in Vocabulary Activity 1 with the definitions below.

Term	Definition
	attitudes, customs, and beliefs that define a group of people
	ideas meant to explain things
	level of participation in a community
	duties and activities for a town, city, or local area.
	the way in which people are connected
	the amount to which something is done
	a pleasing view
	end of employment because there is not enough work
	people who work in an area, company or industry
	work together to do something
	an outline buildings against the sky
	a chance for employment or promotion
	provide a background or setting
	how one sees or defines oneself

(See answer key)

## LISTENING ACTIVITY 1

**Instructions:** Listen to Newscast 1 for overall comprehension. Use the following questions to help you:

1. Why did many people come to live in Calgary? \_\_\_\_\_
2. What event made people realize they were proud to call Calgary home?  
\_\_\_\_\_
3. Other people identified with the vista of the \_\_\_\_\_ against the backdrop of the \_\_\_\_\_.
4. What is Cara MacInnis' job? \_\_\_\_\_
5. What does Cara MacInnis say it is important to build?  
\_\_\_\_\_
6. What does Shannon Murray teach? \_\_\_\_\_

(See answer key)

## LISTENING ACTIVITY 2

**Instructions:** Listen to Newscast 1 again and fill in the blanks with the words that you hear.

Many people came to live in Calgary because of the employment \_\_\_\_\_. Now that the city's \_\_\_\_\_ is shrinking, CBC asked Calgarians if they just live here, or if Calgary was a part of \_\_\_\_\_ they \_\_\_\_\_.

Some people recognized that they were proud to call Calgary home during the flood of 2013 when the city \_\_\_\_\_ together to help one another. Others said that the \_\_\_\_\_ of the downtown \_\_\_\_\_ against the \_\_\_\_\_ of the mountains made it clear to them that Calgary was home. And there were those who decided to stay in Calgary even after having been \_\_\_\_\_.

Cara MacInnis, an assistant professor at the University of Calgary, says that what "is important is the \_\_\_\_\_ to which you make friends or build \_\_\_\_\_ with people in the city," adding "then...you start to feel you belong to this group."

Dr. Shannon Murray, who teaches \_\_\_\_\_ theory at the University of Calgary, believes that, "Once you say, 'Calgary is my home,' there is a greater civic \_\_\_\_\_."

(See answer key)

## DISCUSSION QUESTIONS

Do you think it is important to feel that you belong in the community and city where you live?

What can you do to become a member of the community?

Does feeling that you are home in your new country mean leaving your previous culture behind?

## NEWSCAST 2: MINI-RECESSION ENDS AS GROWTH TURNS POSITIVE, BUT SIGNS OF WEAKNESS REAPPEAR

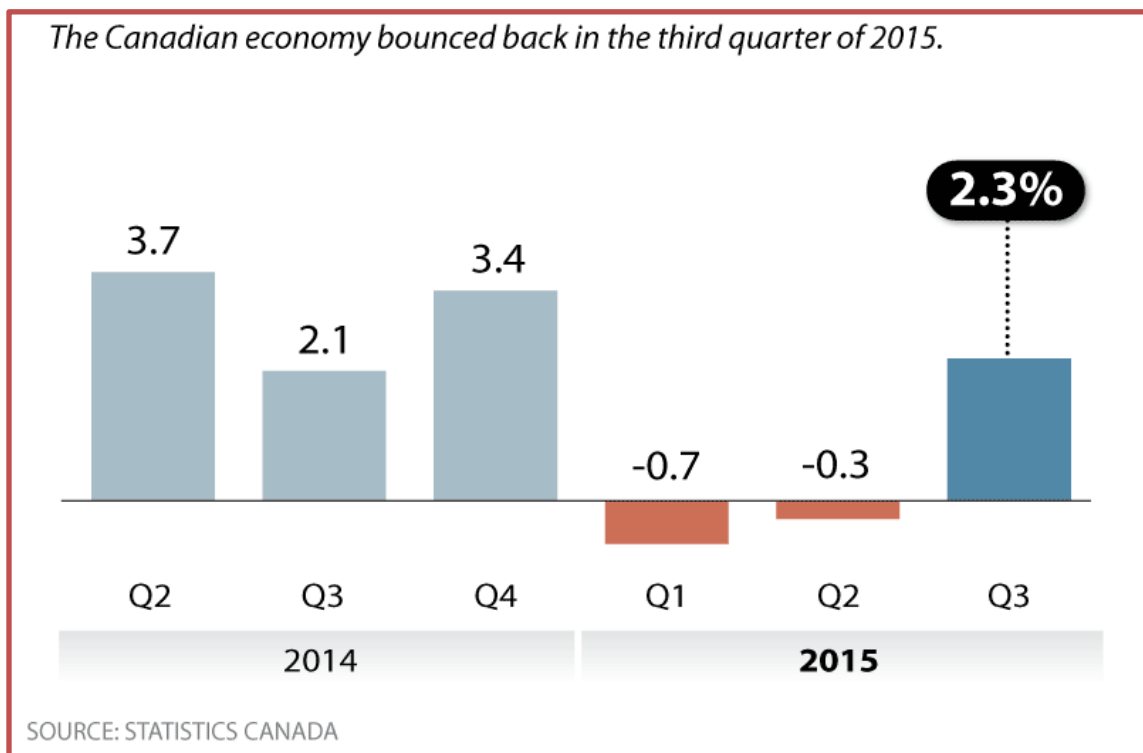


Photo Source: <http://www.cbc.ca/news/business/canadian-economy-gdp-1.3344905>

### WARM UP

Look at the bar graph above. What does it tell you about the Canadian economy in 2015?

### LISTENING ACTIVITY 1

**Instructions:** Listen to Newscast 2 for overall comprehension, and respond to the following question when you have finished listening.

How much of the newscast did you understand?

None                  Some                  Most                  All

### LISTENING ACTIVITY 2

**Instructions:** Before you listen to Newscast 2 again, study the words in the box below. While you listen to Newscast 2 again, put a checkmark (✓) next to the words when you hear them.

Words	✓	Words	✓
statistics		market	
recession		household	
hit		relatively	
recovery		third quarter	
robust		economist	
exports		struggling	
expensive		adapt	
foreign		decline	

### VOCABULARY ACTIVITY 1

**Instructions:** Study the vocabulary from the newscast and their synonyms or meanings in the table below. Circle the synonyms that you understand.

VOCABULARY	SYNONYMS and MEANINGS
Statistics Canada/Stats Can	Canada's National Statistics Agency
statistics	data/information
recession	a period of temporary economic decline
hit	affect/afflict
recovery	rescue/upturn
robust	strong/healthy
exports	trades/sell abroad; overseas
expensive	costly/pricey
foreign	overseas/cross-border
market	all the buyers and sellers interested in a product
household	home/domestic
relatively	rather/reasonably
third quarter	a three-month financial period; usually July-September
economist	an expert in economics, money and finance
struggling	trying/making a great effort
adapt	adjust/change
decline	weakening/drop/fall

### LISTENING ACTIVITY 3

**Instructions:** Now that you have studied the words that you heard in Listening Activity 2, listen to Newscast 2 again, and respond to the following questions:

How important is understanding the vocabulary to your overall comprehension of the story?  
Not Important                      Somewhat Important                      Very Important

### LISTENING ACTIVITY 4

**Instructions:** Listen to Newscast 2 again and fill in the blanks with the words that you hear.

\_\_\_\_\_ Canada reported on Wednesday that the \_\_\_\_\_ is growing again, ending the mild \_\_\_\_\_ that \_\_\_\_\_ the country in the first half of 2015. But the \_\_\_\_\_ may not be very \_\_\_\_\_.

Stats Can reported increases in \_\_\_\_\_ due to a low Canadian dollar that makes Canadian products less \_\_\_\_\_ in foreign \_\_\_\_\_. There was also growth in \_\_\_\_\_ spending.

But TD Bank economist Brian DePratto advises that, "There is good reason to believe that the \_\_\_\_\_ strong growth of the third \_\_\_\_\_ will not be repeated." David Watt, chief \_\_\_\_\_ at HSBC Bank Canada, warns that, "We continue to see an economy \_\_\_\_\_ to \_\_\_\_\_ to the \_\_\_\_\_ in oil prices."

(See answer key)

### NEWSCAST 3: UN FINDS ADOLESCENT AIDS RATES UP ALARMINGLY



Photo Source: <http://www.cbc.ca/news/health/adolescent-aids-rates-up-alarmingly-un-finds-1.2444987>

#### WARM UP

What do you know about HIV/AIDS? Is it a concern where you live?

#### VOCABULARY ACTIVITY 1

To understand Newscast 3, it is important to understand, not only the acronyms or abbreviations used, but also what the organization and diseases the acronyms really mean.

**Instructions:** Think about what you already know about UNICEF, AIDS, and HIV. Look at the explanations of UNICEF, AIDS, and HIV in the table below. Then, write definitions in your own words in the space provided:

UNICEF United Nations Children's Fund	An international organization that works for children's rights, survival, development, and protection.
AIDS Acquired Immunodeficiency Syndrome	A life-threatening disease caused by HIV damage to the immune system so that the body cannot fight viruses or diseases.
HIV Human Immunodeficiency Virus	A virus that damages to the immune system and affects the body's ability to fight illness. If left untreated, HIV can lead to the disease AIDS.

United Nations Children's Fund (UNICEF)	
Acquired Immunodeficiency Syndrome (AIDS)	
Human Immunodeficiency Virus (HIV)	

## VOCABULARY ACTIVITY 2

**Instructions:** Look at the terms in the table below. Circle the synonyms that you understand.

Term	Synonyms
significantly	a lot / much / dramatically
infections	diseases / illnesses / contagions
by half	by 50% / by ½
halve	reduce by 50% / reduce by ½
transmission	spread / transfer
noticeably	clearly / visibly
prevented	stopped / avoided
income	revenue / pay
treatment	cure / medication
effectively	successfully / really well
treat	care for / heal
vulnerable	weak / at risk / helpless
adolescents	teenagers / youth

## VOCABULARY ACTIVITY 3

**Instructions:** Use the best term from the left of the table below to complete the following sentences:

Term	Sentences
significantly prevented transmission infections	The invention of vaccines has _____ _____ the _____ of _____.
by half income noticeably adolescent	Due to the recession, the store's _____ dropped _____. There were 10 _____ employees under the age of 18. Now there are 5. The number of teenage employees has decreased _____.
treatment effectively treat vulnerable	Because seniors are _____ to colds and flu, doctors recommend a flu shot as an effective _____ for older patients. There is really no medicine to _____ the common cold.

(See answer key)

## LISTENING ACTIVITY 1

Listen for the following numbers in Newscast 3, and put a checkmark (✓) to show if the number is part of an age range or a year.

NUMBER	AGE	YEAR
10		
12		
19		
20		

(See answer key)



## LANGUAGE FOCUS: PRONUNCIATION OF PLURAL AND THIRD-PERSON SINGULAR PRESENT SIMPLE VERB ENDINGS

Plurals and present simple verbs that agree with 3<sup>rd</sup> person singular nouns and pronouns (**she**, **he**, and **it**, for example) end in “**s**” or “**es**”. Other language speakers may be confused because the **s** ending makes three different sounds: **s**; **z**; or **ɪz** (as in **is**).

If words end in an **s** or **z** sound, the plural ending or a third-person singular verb ending is spelt “**es**” and sounds **/ɪz/**. Sounds like **s** and **z** are called **sibilant sounds**.

Sibilants are often described as sounds that hiss like a snake.



Others say sibilants make a whistling sound



Words that end in sibilant sounds have an **es** spelling and an **/ɪz/** sounding ending.

When we look up words in the dictionary, we see pronunciation in the International Phonetic Alphabet (IPA), which is used to show the difference between sounds and spelling.

The chart below shows the sibilant sounds with the IPA symbol, and examples.

Sibilant Sounds	
VOICED	UNVOICED
z (buzz)	s bus
dʒ (judge)	tʃ (church)
ʒ (pleasure)	ʃ (dish)

Let’s look at examples using the words in the chart above:

The beehive buzzes with activity every day. Pronounced: /bʌzɪz/

There are two busses on the corner. Pronounced: /bʌsɪz/

She judges the contest every year. Pronounced: /dʒʌdʒɪz/


There are seven churches in the small village. Pronounced: /tʃɜrtʃɪz/

He washes the dishes every night. Pronounced: /wɔːʃɪz/ and /dɪʃɪz/

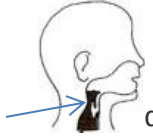
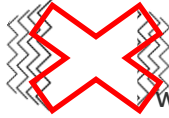
(notice the change in spelling of bus because of the short u sound /ʌ/)

/ʒ/ is a sibilant sound. English words do not end in the /ʒ/ sound. So we will not be seeing that sound in this lesson.

When words do not end in a sibilant sound, plurals and present simple third person verbs end with an **s** or **z** sound.

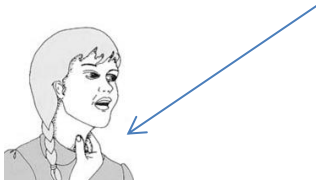
If you studied the language focus from **Learning English with the CBC on November 30, 2015** (last week), you know that you do not have to memorize lists of words that end in **s** or **z** sound. There is an easy way to know which sound the 3<sup>rd</sup> person verb or plural noun ends in—whether or not the word ends in a sound that vibrates (like a cell phone on vibrate  ).

If your throat/vocal cords  vibrate  when you pronounce the last sound of the verb, or plural noun, the past verb ends with a **z** sound.

If your throat/vocal cords  do not vibrate  when you pronounce the last sound in the verb or plural noun, the past verb ends in an **s** sound.

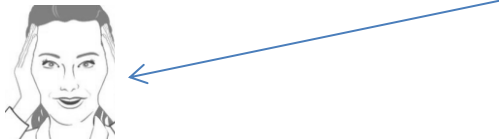
There are two easy ways to tell if your vocal cords are vibrating.

**Technique 1:** The first, which is much easier to do in public, is to place your thumb on one side of your windpipe, and your fingers on the other.



Say the sound. If your fingers feel a vibration, your vocal cords are vibrating. If you do not feel a vibration, your vocal cords are not vibrating.

**Technique 2:** You can also put your hands over your ears.



Say the sound. If you feel a vibration, your vocal cords are vibrating. If you do not feel a vibration, your vocal cords are not vibrating.

Sounds that vibrate in your vocal cords are called **VOICED** sounds.

Sounds that do not vibrate in your vocal cords are **UNVOICED** sounds.

**VOICED** endings stay **VOICED**. **UNVOICED** endings stay **UNVOICED**.

**ALL VOWEL SOUNDS ARE VOICED.**

There might be a problem if you are pronouncing the sound incorrectly, so knowing if a consonant sound is voiced or unvoiced will also help you pronounce it correctly.

Most **VOICED** and **UNVOICED** consonants are in pairs. They have a partner that is pronounced with the tongue, the teeth, and the lips in the same place, but the **VOICED** sound vibrates in the vocal cords, and the **UNVOICED** sound does not.

See the **VOICED** and **UNVOICED** pairs in the tables below. The International Phonetic Alphabet (IPA) is used to show the difference between sounds and spelling. We will just look at the IPA symbols we need to know for this lesson.

VOICED	UNVOICED
b	p
d	t
v	f
g	l
<b>z</b>	<b>s</b>

Nasal VOICED Sounds	
m	Vibration is felt strongly in the nose
n	
ŋ (ng) <u>si<u>ng</u></u>	
Diagrams	
VOICED	UNVOICED
ð ( <u>ba<u>th</u>e</u> )	θ ( <u>ba<u>th</u></u> )
Diagrams are single sounds made by two letters.	

Liquid VOICED sounds	
l	Vibration is felt strongly higher in the throat and lower lip
r	Vibration is felt strongly lower in the throat

Remember, in pronunciation, pay attention to the sound, not the spelling. For example, words ending in **w** and **y** will have vowel sounds. All vowels are **VOICED**. Verbs ending in **h** do not have an **h** sound. They can sound /f/ / tʃ/ /ʃ/.

### LANGUAGE FOCUS ACTIVITY 1

**Instructions:** Practice saying all of the sounds in the boxes above using one of the techniques pictured.

Can you feel the difference between the **VOICED** and **UNVOICED** sounds when you say them? If not, practice pushing more air out of your mouth for the **UNVOICED** sounds. Hold a thin piece of paper in front of your mouth and try to make the paper move when pronouncing **UNVOICED** sounds.

### LANGUAGE FOCUS ACTIVITY 2

**Instructions:** Put the correct pronunciation of the **s** ending: **s**; **z**; or **Iz** next to the verbs in the box below. Examples of each are done for you. (Pay attention to sound, not spelling).

s; z; or Iz	VERB	s; z; or Iz	VERB	s; z; or Iz	VERB
<b>s</b>	calls	<b>z</b>	decides	<b>Iz</b>	kisses
	annoys		continues		acknowledges
	arrives		applies		kicks
	abolishes		approaches		finishes
	borrows		outweighs		triumphs
	camp		dies		learns
	changes		dislikes		lies
	cheats		finishes		lifts
	clicks		graduates		likes
	closes		hates		lives
	marries		helps		laughs
	moves		plans		looks
	opens		presses		loves
	passes		pushes		remembers
	employs		interviews		jumps

<b>s; z; or Iz</b>	<b>VERB</b>	<b>s; z; or Iz</b>	<b>VERB</b>	<b>s; z; or Iz</b>	<b>VERB</b>
	shows		stays		returns
	slips		stops		succeeds
	starts		studies		switches
	tries		uses		talked
	turns		visits		walks
	works		waits		wants
	yells		zips		watches
	reviews		massages		zooms

(See answer key)

### LANGUAGE FOCUS ACTIVITY 3

**Instructions:** Now practice pronouncing the verbs in the table above with the correct **s** or **es** ending. Use the techniques to be sure you are saying each verb correctly.

### LANGUAGE FOCUS ACTIVITY 4

**Instructions:** Listen to Newscast 3 again and mark which sound you hear: **s; z; or Iz** for the endings underlined.

The United Nation( )Children( )Fund is alarmed that AID( )-related deaths among 10 to 19 year old( ) has increased significantly over the last seven year( ).

There is some good new( ), however; UNICEF has found that HIV infection( ) among infant( )have dropped by half since 2012 because mother-to-child transmission of HIV has been noticeably reduced and even prevented in low- and middle-income countrie( ). A new treatment known as Option B+ effectively treat( ) women with HIV and prevent( )the transmission of the virus to their babie( ) during pregnancy, delivery, and through breastfeeding.

With the success of the Option B+ treatment, UNICEF Executive Director Anthony Lake believe( ) that by “reaching the most vulnerable adolescent( ) with effective program( )..., we can halve the number of new infection( ) among adolescent( )by 2020.”

(See answer key)

## CBC CALGARY TRANSCRIPTS OF WEEKLY NEWSCASTS

	WEEKLY NEWS STORIES	TIME
<b>Introduction</b>	Hi. This is Bryan Labby. You're listening to Learning English with CBC for the week of December 7 <sup>th</sup> .	0:00
<b>Newscast 1</b>  <b><i>Are you a Calgarian — or do you just live here?</i></b>	<p>Many people came to live in Calgary because of the employment opportunities. Now that the city's workforce is shrinking, CBC asked Calgarians if they just live here, or if Calgary was a part of who they are.</p> <p>Some people recognized that they were proud to call Calgary home during the flood of 2013 when the city pulled together to help one another. Others said that the vista of the downtown skyline against the backdrop of the mountains made it clear to them that Calgary was home. And there were those who decided to stay in Calgary even after having been laid off.</p> <p>Cara MacInnis, an assistant professor at the University of Calgary, says that what "is important is the extent to which you make friends or build relationships with people in the city," adding "then...you start to feel you belong to this group."</p> <p>Dr. Shannon Murray, who teaches culture theory at the University of Calgary, believes that, "Once you say, 'Calgary is my home,' there is a greater civic investment."</p>	0:07
<b>Newscast 2</b>  <b><i>Mini-recession ends as growth turns positive, but signs of weakness reappear</i></b>	<p>Statistics Canada reported on Wednesday that the economy is growing again, ending the mild recession that hit the country in the first half of 2015. But the recovery may not be very robust.</p> <p>Stats Can reported increases in exports due to a low Canadian dollar that makes Canadian products less expensive in foreign markets. There was also growth in household spending.</p> <p>But TD Bank economist Brian DePratto advises that, "There is good reason to believe that the relatively strong growth of the third quarter will not be repeated."</p> <p>David Watt, chief economist at HSBC Bank Canada, warns that, "We continue to see an economy struggling to adapt to the decline in oil prices."</p>	1:10

<p><b>Newscast 3</b></p> <p><i><b>UN finds adolescent AIDS rates up alarmingly</b></i></p>	<p>The United Nations Children’s Fund is alarmed that AIDS-related deaths among 10 to 19 year olds has increased significantly over the last seven years.</p> <p>There is some good news, however; UNICEF has found that HIV infections among infants have dropped by half since 2012 because mother-to-child transmission of HIV has been noticeably reduced and even prevented in low- and middle-income countries. A new treatment known as Option B+ effectively treats women with HIV and prevents the transmission of the virus to their babies during pregnancy, delivery, and through breastfeeding.</p> <p>With the success of the Option B+ treatment, UNICEF Executive Director Anthony Lake believes that by “reaching the most vulnerable adolescents with effective programs..., we can halve the number of new infections among adolescents by 2020.”</p>	<p>2:01</p>
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## ANSWER KEY FOR NEWSCAST 1

### ARE YOU A CALGARIAN — OR DO YOU JUST LIVE HERE?

#### VOCABULARY ACTIVITY 2

Term	Definition
culture	attitudes, customs, and beliefs that define a group of people
theory	ideas meant to explain things
investment	level of participation in a community
civic	duties and activities for a town, city, or local area.
relationships	the way in which people are connected
extent	the amount to which something is done
vista	a pleasing view
laid off	end of employment because there is not enough work
workforce	people who work in an area, company or industry
pulled together	work together to do something
skyline	an outline buildings against the sky
opportunities	a chance for employment or promotion
backdrop	provide a background or setting
who they are	how one sees or defines oneself

#### LISTENING ACTIVITY 1

1. Why did many people come to live in Calgary? **employment opportunities**
2. What event made people realize they were proud to call Calgary home? **The flood of 2013**
3. Other people identified with the vista of the **skyline** against the backdrop of the **mountains**.
4. What is Cara MacInnis' job? **assistant professor at the University of Calgary**
5. What does Cara MacInnis say it is important to build? **relationships with people in the city**
6. What does Shannon Murray Teach? **Culture Theory**

#### LISTENING ACTIVITY 2

Many people came to live in Calgary because of the employment **opportunities**. Now that the city's **workforce** is shrinking, CBC asked Calgarians if they just live here, or if Calgary was a part of **who** they **are**.

Some people recognized that they were proud to call Calgary home during the flood of 2013 when the city **pulled** together to help one another. Others said that the **vista** of the downtown **skyline** against the **backdrop** of the mountains made it clear to them that Calgary was home. And there were those who decided to stay in Calgary even after having been **laid off**.

Cara MacInnis, an assistant professor at the University of Calgary, says that what "is important is the **extent** to which you make friends or build **relationships** with people in the city," adding "then...you start to feel you belong to this group."

Dr. Shannon Murray, who teaches **culture** theory at the University of Calgary, believes that, "Once you say, 'Calgary is my home,' there is a greater civic **investment**."

## ANSWER KEY FOR NEWSCAST 2

### MINI-RECESSION ENDS AS GROWTH TURNS POSITIVE, BUT SIGNS OF WEAKNESS REAPPEAR

#### LISTENING ACTIVITY 4

Statistics Canada reported on Wednesday that the economy is growing again, ending the mild recession that hit the country in the first half of 2015. But the recovery may not be very robust.

Stats Can reported increases in exports due to a low Canadian dollar that makes Canadian products less expensive in foreign markets. There was also growth in household spending.

But TD Bank economist Brian DePratto advises that, “There is good reason to believe that the relatively strong growth of the third quarter will not be repeated.”

David Watt, chief economist at HSBC Bank Canada, warns that, “We continue to see an economy struggling to adapt to the decline in oil prices.”



**ANSWER KEY FOR NEWSCAST 3**  
**UN FINDS ADOLESCENT AIDS RATES UP ALARMINGLY**

**VOCABULARY ACTIVITY 3**

Term	Sentences
significantly prevented transmission infections	The invention of vaccines has <b>significantly prevented</b> the <b>transmission</b> of <b>infections</b> .
by half income noticeably adolescent	Due to the recession, the store's <b>income</b> dropped <b>noticeably</b> . There were 10 <b>adolescent</b> employees under the age of 18. Now there are 5. The number of teenage employees has decreased <b>by half</b> . ( <b>Noticeably</b> and <b>by half</b> could be interchanged, but are not the best answers)
treatment effectively treat vulnerable	Because seniors are <b>vulnerable</b> to colds and flu, doctors recommend a flu shot as an effective <b>treatment</b> for older patients. There is really no medicine to <b>effectively treat</b> the common cold.

**LISTENING ACTIVITY 1**

NUMBER	AGE	YEAR
10	✓	
12		✓
19	✓	
20		✓

**ANSWER KEY**  
**LANGUAGE FOCUS**

**LANGUAGE FOCUS ACTIVITY 2**

<b>s; z; or Iz</b>	<b>VERB</b>	<b>s; z; or Iz</b>	<b>VERB</b>	<b>s; z; or Iz</b>	<b>VERB</b>
<b>s</b>	calls	<b>z</b>	decides	<b>Iz</b>	kisses
<b>z</b>	annoys	<b>z</b>	continues	<b>Iz</b>	acknowledges
<b>z</b>	arrives	<b>z</b>	applies	<b>s</b>	kicks
<b>Iz</b>	abolishes	<b>Iz</b>	approaches	<b>Iz</b>	finishes
<b>z</b>	borrow	<b>z</b>	outweighs	<b>s</b>	triumphs
<b>s</b>	camp	<b>z</b>	dies	<b>z</b>	learns
<b>Iz</b>	change	<b>s</b>	dislike	<b>z</b>	lies
<b>s</b>	cheat	<b>Iz</b>	finish	<b>s</b>	lifts
<b>s</b>	click	<b>s</b>	graduate	<b>s</b>	likes
<b>Iz</b>	close	<b>s</b>	hate	<b>z</b>	lives
<b>z</b>	marry	<b>s</b>	help	<b>s</b>	laughs
<b>z</b>	move	<b>z</b>	plan	<b>s</b>	looks
<b>z</b>	open	<b>Iz</b>	press	<b>s</b>	loves
<b>Iz</b>	pass	<b>Iz</b>	push	<b>z</b>	remembers
<b>z</b>	employ	<b>z</b>	interview	<b>s</b>	jumps
<b>z</b>	show	<b>z</b>	stay	<b>z</b>	returns
<b>s</b>	slip	<b>s</b>	stop	<b>z</b>	succeeds
<b>s</b>	start	<b>z</b>	study	<b>Iz</b>	switches
<b>z</b>	try	<b>Iz</b>	use	<b>s</b>	talked
<b>z</b>	turn	<b>s</b>	visit	<b>s</b>	walks
<b>s</b>	work	<b>z</b>	wait	<b>z</b>	wants
<b>z</b>	yell	<b>s</b>	zip	<b>Iz</b>	watches
<b>z</b>	review	<b>Iz</b>	massage	<b>z</b>	zooms

**LANGUAGE FOCUS ACTIVITY 4**

The United Nations **z** Children **z** Fund is alarmed that AIDS **z**-related deaths among 10 to 19 year olds **z** has increased significantly over the last seven years **z**.

There is some good news **z**, however; UNICEF has found that HIV infection **z** among infants **s** have dropped by half since 2012 because mother-to-child transmission of HIV has been noticeably reduced and even prevented in low- and middle-income countries **z**. A new treatment known as Option B+ effectively treats **s** women with HIV and prevents **s** the transmission of the virus to their babies **z** during pregnancy, delivery, and through breastfeeding.

With the success of the Option B+ treatment, UNICEF Executive Director Anthony Lake believes **z** that by “reaching the most vulnerable adolescents **s** with effective programs **z**..., we can halve the number of new infections **z** among adolescents **s** by 2020.”